

Unit Planning Guide: Grade 7 Unit 5 of 8

Unit Title: Digging Deeply into Texts!	Pacing (Duration of Unit):5 weeks (21-25)
Grade: 7	Buffer Day(s):3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):
(week 21-25)

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts).

WiDA Standards (ELL)

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.)

<p>W.7.5.With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
--	---

<p align="center">Meaning (*Mostly assessed through Performance Tasks/Assessments)</p>

<p>Big Ideas:</p> <p>People aren't born with opinions! Experiences influence peoples' view of the world.</p> <p>Academic vocabulary Analysis Reflection research</p>	<p>Essential Questions:</p> <p>How does a person's background or experience shape and influence their views and opinions?</p>
--	--

<p align="center">Acquisition (*Mostly assessed through traditional summative assessments)</p>

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

What literary analysis is
What a misplaced or dangling modifier is
The difference between revision and editing
That facts can be interpreted in different ways

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Drawing evidence from literary and informational texts to support analysis, reflection, and research
- Planning, revising, editing, and rewriting
- Evaluating how well purpose and audience have been addressed
- Placing phrases and clauses within a sentence
- Recognizing and correcting misplaced and dangling modifiers
- Comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period
- Analyzing how two or more authors shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts when writing about the same topic